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College Life at Lawrence

VALUE OF A COLLEGE EDUCATION

ARE you going to college? I trust that you give me an affirmative answer. The college is well worth your while. Your high school course is nearly over, and the question of your future work and usefulness is confronting you. You cannot afford to enter on this serious business of life without the best preparation possible, for you will meet with stern competition, grave responsibilities, and exacting demands.

UNIVERSITY HALL

The times call for trained men; and that not only in the professions but in all the avenues of life. Business firms are coming to see that education adds to capability and efficiency, and consequently are looking for men who have had the advantages secured by a college course. Success does not come by accident. Occasionally circumstances may be exceptionally propitious; but the rule is that to win out one must obey the laws of success; and the greatest of these is, the better the preparation the larger the reward. There is a reason why the one per cent of our

population that has gone to college has won over forty percent of the prominent positions in American life. Consider the tremendous significance of the fact that of the 9,643 most successful men in the United States whose biographies are given in "Who's Who in America," 6711 are college graduates, 965 attended college for a time, 889 graduated from academies or normal schools, 239 stopped with a high school training, 808 attended only common schools, and 31 were self-educated.

THE MONEY TEST

WHAT has been stated shows the value of a college education by the success test; but many young men say, "it costs too much. I cannot afford it." Wait a moment. It is a money maker. You can afford to borrow every cent that an education at Lawrence will cost, and you will gain largely financially by the fact. Take these well authenticated figures. "The average salary per year of the non-educated man in the United States is $400. The average salary of the high school graduate is $1,100 yearly. The average college graduate in the United States receives annually $1,800. Hence for the outlay of the four years of high school, according to the averages, a man receives almost two dollars a day for the rest of his life, and for money returns on the four college years the graduate by averages is due to add $700 a year to his income till he dies." If he lives until he is 75 year old, he will have on the average earned $35,000 more than if he stopped with a high school course, and $70,000 more than if he had finished his education with the common school.

THE PERSONAL TEST

BUT money is not all. There is the more important fact of the largeness and richness of life, of the breadth of one's horizon, and of the degree of happiness one will enjoy. The chief valve of the college training is that it improves the man, put him in touch with a larger world, extends his interests, refines his tastes, widens his outlook, and ennobles his character. It increases the longitude and latitude of one's being. It helps one to live on higher levels and to greater account. If you go through college you will by reason of that fact live a better life and be a richer human soul.

WHERE GO TO COLLEGE

THIS is a very important question. It will have a vast influence on your future life. It will probably in a measure determine your ideals, and it may decide the work you will do and the success you will achieve. You may say, "Any college will do," and any college is better

than no college; but colleges differ as men differ. Some are rich and aristocratic and some are moderately endowed and democratic. Some are large and expensive, some are small and inexpensive. In some social life dominates the institution and absorbs the students' time, and in some an earnest and scholarly spirit pertains. Some are secular and some are Christian. In some the only thought is intellectual improvement, and in some there is an earnest effort for character development. In some the professors take a deep personal interest in the student and in others they feel their obligation is discharged in the class-room. In short there are all kinds of colleges, and your life will be much shaped and moulded by the character of the institution you decide to attend.

CAMPUS SCENE

Valuable as are equipment, an able faculty, an extensive curriculum, and so forth, the scholarly ideals, the moral tone, the religious spirit are more formative, live giving and therefore important.

ADVANTAGES OF THE SMALLER INSTITUTIONS

MANY persons think the big college is the best educational training station. Statistics do not bear this out. The balance is very much in favor of the small college. And there are reasons for this. In the large university, the emphasis is laid on the graduate and professional work. The noted professors give their time to the advanced students. The freshmen and sophomores are usually turned over to fellows, tutors, and instructors, men without extended experience, and often of ordinary capacity. The classes also are frequently so very large that thorough and careful oversight of the student's work is impossible.

A personal acquaintance with faculty members is usually out of the question. The student also is apt to be swallowed up in the crowd, he is only "a drop in the bucket." "He touches elbows with very many; he touches lives with very few." Few responsibilities come to him. He does not serve on committees, act as manager, represent his class in oratory and debate, get on the staff of the college paper, sing in the glee club, or engage in a score of other activities which are open to any capable student in the small college. The very numbers make the student usually a spectator rather than a participant, and thus he loses much valuable training for the responsibilities of life. For undergraduate students, the well equipped, medium sized college is usually the best, and Lawrence boasts that it is such a college. If you want to learn more of its work, ideals, and student life, read the pages which follow.

Intellectual Life at Lawrence

IMPRESSIONS OF AN EYE-WITNESS

COLLEGES exist primarily to serve the purposes of mental training and to diffuse the light of knowledge. Other things being equal, the college that best promotes and fosters the highest kind of intellectual life is the one that is best fulfilling its proper functions.

FACILITIES FOR EDUCATION

ON ARRIVING at Lawrence I was surprised to note the excellence of the equipment. The buildings were attractive, commodious, and in excellent repair. Some of the recitation rooms excelled in beauty

CARNEGIE LIBRARY

of decorations any in the large Eastern universities which I had seen. The Stephenson Hall of Science with its splendid and numerous laboratories, and its extensive equipment of apparatus convinced me that I was mistaken in supposing that Lawrence was strong in the languages but not prepared to do high grade work in science. In short I found an educational plant of which any institution doing undergraduate work might be proud, and fully adequate to the educational demands of the present time.

SALIENT CHARACTERISTICS

A short sojourn at Lawrence suffices to enable one to gain definite impressions of the salient characteristics of her intellectual life. My earliest impression came from the observed fact that the students, almost without exception, were perfectly at home when on their feet in the presence of an audience; their ease of manner and self-confidence seemed to me quite unusual and most admirable. I had come from a large university where only the favored few had the opportunity of securing a training in public speaking, while still fewer became skillful in this most valuable accomplishment. But at Lawrence, as I soon learned, practically all the students were members of some one of the literary societies and thus became adepts in debate, in managing assemblies, in parliamentary procedure, and in general platform work. All had a part in the program repeatedly and in various capacities. It was further true that in the various college organizations there were, in comparison, with the small number of students, so many offices to be filled and so many committees to be appointed that almost everyone, sooner or later, held offices, and, as a rule, several different offices before finishing his course.

There are five literary societies—three for men, the Philalathean, the Phoenix, and the Eupronian, and two for women, the Athena and the Lawrean. The men have attractive rooms in University Hall, while the women have recently been assigned commodius apartments in the new Carnegie library. These rooms are provided with pianos and suitable furnishings.

THE SCHOOL OF EXPRESSION

IN ADDITION to this large experience of a general and miscellaneous character in public speaking, the Lawrence student has all the opportunities offered by The School of Expression with its many excellent courses. This school is most efficiently organized and equipped. All students are required to take in this school the General Culture Course extending through two years. For the specialist in this work, there are these courses: the Public Reader's, the Dramatic Art, the Public Speaker's and the Teacher's course.

There has been organized also, an Expression Arts Club, which holds weekly meetings.

In this connection should be mentioned the class in debate, which affords a formal training in this art. Many avail themselves of the privileges of this class, especially those interested in political and sociological questions. From this class come those trained logicians who are winning so many of the intercollegiate debates.

THE LAWRENCE GRADUATE'S SUCCESS

A SECOND observation made at Lawrence strongly impressed me, viz., the readiness with which the graduates secured positions. College life is cast in a community that forms a little world all by itself. It is always a crucial time when the student is to leave this narrower circle for the larger connections with the new environment. In the large university, I had noticed that it was the rule that some of the graduating class each year would fail to find acceptable places and therefore must wait one or more years. When my first June at Lawrence came, I was surprised therefore to learn that all the seniors had secured positions. This experience was repeated the following June.

STEPHENSON HALL OF SCIENCE

Further than this, I discovered that the Lawrence graduate was making a large place for himself in the world of influence. Even the youth of ordinary mental endowment and indifferent scholarship was found, after leaving college, doing an exceedingly creditable work and stamping his impress indelibly upon his age and generation. The only explanation I can give to account for this unusual manifestation of power in the Lawrence alumnus is the fact that he has been inspired by the ideals constantly presented to his gaze while at college. He has not been lost in a throng of thousands, but has stood out as an individual; he has come into personal contact with his teachers and has been

incited by them to make the very most of his innate powers; he has been filled with the spirit of enthusiastic altruism, and, believing that he has a mission in the world, he determines to attain the best possible for him.

Not long since there appeared in a well-known periodical an able article in which a father accuses his son's college professor of being unacquainted with the members of his class and indifferent to their personal welfare. This son had wished counsel on some of the vexed problems that concerned his future work in life, but had not found his teacher accessible. The state of affairs criticised in this article does not obtain at Lawrence, but quite the reverse. The Lawrence instructor has an interest in the student that is much more than professional. He makes it clear that his chief work is to be the student's friend and counsellor. He exerts himself to know his students intimately, and considers it the highest privilege to be able to give personal help to those temporarily within the sphere of his influence. To the student this personal touch of the experienced educator is of inestimable value.

THE LAWRENCE FACULTY

THE members of the faculty are largely responsible for the intellectual life of a college. The Lawrence professors are, for the most part, young men in the prime of life. They are specialists in their respective subjects, who have sought, in the great centres of culture on both sides of the Atlantic, the fullest preparation for their chosen work. They are progressive and enthusiastic and have chosen teaching as a life business. They are more than specialists; they are practical teachers. Too often the inexperienced doctor of philosophy comes to his work with visionary ideas about methods of teaching. The methods of the seminar, having to do mostly with research and investigation, are forced upon the innocent undergraduate to his harm and loss. Such a teacher does not take into consideration the mental status and the needs of the student. The Lawrence professor, however, is eminently practical. He makes fullest use of maps, charts, photographs, stereopticons, libraries and laboratories. He does not believe in the lecture system in its extreme form; if he gives instruction by lectures, abundant collateral reading is required of the class and frequent quizzes given. Moreover, the man is not lost in the professor. He is in complete sympathy with the student as the latter grapples with hard intellectual problems, and may be counted upon for kindly personal help every time. Evidence of the efficiency of the professor's work is found on every hand. For example, it is not the purpose at Lawrence to do graduate work; yet

students are so impressed with the thoroughness of the work that they sometimes prefer to take one or two years of graduate work here rather than go elsewhere. This is notably true at the present time in the departments of Chemistry and of English.

THE DEPARTMENTS

THE main purpose in all undergraduate instruction is to make the student familiar with the civilization of the present, that is, the civilization that has been built up upon the foundations of the past.

UNDERWOOD OBSERVATORY

To make new discoveries, to open new vistas of truth is not expected of the undergraduate, but is reserved for the post-graduate. A very large share of our present-day culture comes from Rome and Greece and familiarity with their literatures is necessary for the student that wishes to reach the high water mark of our advanced civilization. The Classical Languages are thoroughly taught at Lawrence. In the competition for the Rhodes scholarship there is opportunity to make comparison with other institutions in this particular. The subjects of examination are Latin, Greek and Mathematics. Candidates from the various colleges of the state have participated in this contest; only three thus far have suc-

ceeded in passing the test, the Madison candidate, the Lawrence candidate and the Milton candidate. Also, classical alumni from Lawrence have recently won distinction in the graduate school at the University of Wisconsin. I have in mind two graduates, one of them, in open competition, was elected to a Classical Fellowship, while the other is Freshman instructor in Latin.

I might speak in detail, did time permit, of the work of the several departments at Lawrence, of the English, the Modern Languages, History, Economics and Sociology, Philosophy and Religion, Mathematics, the various Natural Sciences; suffice it to say all of these are most thoroughly organized and are most prosperous. The large universities seem to be reverting to the methods of the small college in certain particulars. Princeton has introduced the tutorial system and other universities are adopting modifications of the same, in order that small groups of men may be brought under the instruction of the individual teacher.

ATMOSPHERE

MUCH depends upon the very atmosphere of a school. While intellectual standards are, in the main, determined by the faculty, there is nevertheless a reflex influence from the student body, that is either inspiring or depressing. Lawrence students are an earnest, diligent company of young people with exalted purposes and ambitions. All the traditions of the school tend to foster the spirit of work that dominates the institution. Many of the brightest and best scholars of the state come to Lawrence and help to develop a high intellectual tone in the college community.

Another helpful influence is brought to bear upon the *esprit de corps* of the college by the cash scholarships of $100 each, offered to members of the Freshman class on the basis of a competitive examination in high school English, Latin and Mathematics. These naturally attract the strongest students and the method of making the award prompts them to their best effort.

PRIZES

PRIZES are offered as incitements to the highest intellectual endeavor in the following subjects: Declamation, Oratory, Greek, English Composition, Political Science, English Literature, Latin, Chemistry, and for the highest average class record of the year. These prizes are of various values, the highest being $100.

Also, the best student of the senior class is elected to a graduate scholarship of $225 at the University of Wisconsin.

CLUBS

VARIOUS club organizations at Lawrence have for their purpose mental improvement in particular lines of work. Such are the German Club, the French Circle, the Chemistry Club, and the Latin Club. The faculty holds meetings where papers on pertinent topics are read and discussed.

Public addresses and lectures are numerous and include not only those of general interest but also those of a technical character. Among the publications are The Lawrentian, The Ariel, The Bulletin, and The Alumni Record.

SURVEYING CLASS

THE "INTER-ACADEMIC"

THAT Lawrence is a leader in intellectual activities is well exemplified by the annual literary contest called the "Inter-Academic." This is held at Appleton about the middle of May each year and aims to encourage excellent work in the high schools and academies of Wisconsin. The contest consists in a series of examinations in high school Greek, Latin, English, German, Mathematics, and Science. All students of the high schools and indepedent academies of Wisconsin are eligible candidates. Three hundred dollars (300) are given away in cash prizes, that is, fifty dollars in each of the six subjects of examination. There is a first prize of $30 in each subject, and a second prize of $20, and also a first and second honorable mention. Last May, West Division High School, of Milwaukee, won the most points in the contest.

The "Inter-Academic" Literary Contest as maintained by Lawrence has, it would seem, no parallel. There have been prize contests where

one pays a registration fee for the privilege of entering the contest; but in the case of the "Inter-Academic" there are no fees, in short no extraneous conditions whatever. It is unique and well illustrates the altruistic animus of Lawrence University.

SPECIAL DEPARTMENTS

BESIDES the college of Liberal Arts, Lawrence has certain special departments which are offering superior advantages to those who wish the kind of training they give

THE SCHOOL OF MUSIC

The Conservatory of Music has an excellent building of its own, finely adapted to the purposes for which it is used. It is splendidly equipped with an entirely new outfit of pianos of the best makes, a new organ, and other needed instruments. The studios are very attractive, and the concrete advantages unusual. The faculty is unquestionably as good a group of musicians as has ever been gathered in any conservatory in the state. Several of them have a national reputation. One can secure at half the cost as good a musical training as can be obtained in the reputed conservatories of our larger cities.

The School of Commerce is not an ordinary business college which

takes men from the grades and attempts to prepare them for business in six or nine months. It endeavors to secure as pupils, high school graduates and to give them a thorough business education. It has a full four years course, also a two years course, and will give a one year's course in either accounting, or stenography to those who cannot take the longer and more thorough courses.

The School of Expression aims to prepare teachers and public readers. It is in the hands of a man of recognized ability, who is mak-

STUDIO IN VOCAL MUSIC

ing a fine success of the work. The courses are thorough and extensive. Recitals are given frequently. Diplomas are granted those who complete the course. The graduates of this department find ready employment as teachers of expression.

The Academy does the work of the best high schools and aims especially to prepare students for college. It affords exceptional advantages, since the libraries, gymnasium, science laboratories, and other equipment is open to the use of Academy students. The teachers employed and the influences of college life make the academy an exceptionally good place to secure a secondary education.

Social Life at Lawrence

THERE it is—the College. In the middle of the campus is the University Hall standing forth in substantial dignity, inviting you to inspect the other buildings ranged at a respectful distance behind it, and casting a sidewise glance of pride at the new library across Union street. The new student walking in from the Avenue for the first time, feels an unmistakable thrill of exultation as he thinks: "This is many such places to which loving hearts turn with as much affection and enthusiasm as their own do to this one on the banks of the Fox. And when they think of this, they may stop and ask themselves seriously: "What is there about the college that holds me to it as it does? What has my college life meant to me?"

The time has long since passed when educators looked upon the knowledge of books and the culture of the intellect as the sum and aim of education. More and more generally are they coming to recognize the my college." And to the loyal alumni it is the most beautiful college in the country. Yet they know that in every state in the Union there are many different phases of our nature, and to hold that the equal culture of them all is necessary to true education, and more and more generally are colleges providing means for this manifold development. The class rooms afford place and means for the training of the intellect, the Christian Associations offer sources of spiritual strength and growth, and the field and the gymnasium make possible the physical development that has come to be regarded as a necessary accompaniment of education.

But there is one more phase of our nature which we are apt to overlook as unimportant or, if we do think of it at all, to think that the training of it belongs to the home rather than to the college. This is our social nature. One can acquire an influence most quickly, perhaps and exert it most strongly through the social life, and hence the social life should not be left to develop itself haphazard, but should be cultivated as systematically as should the abilities of the intellect or the physique. The college recognizes this duty of providing such education for its students, and seriously and carefully sets about its fulfillment. Through its kindly influence, the shy girl comes to forget her diffidence and the awkward boy his self-consciousness, and both grow into that maturity, noble in tastes and ideals, and regal in its self-forgetfulness, which is the worthy ambition of every high-minded person.

It has become almost a truism, so often has it been said that "human nature is the same the world over." Especially is this true of student-human-nature. Every year they come up in September, these students, timid girls just out of High School or even from the grades, homesick and wondering at everything in the strange, new life, if not really frightened by it; boys, quite as timid and homesick, but putting on a brave pretense of mature acquaintance with the world and an anxious responsibility for its judicious management. Every year in June they go out—calm-eyed, high-souled women, and men of firm purpose

ORMSBY HALL

determined to play a man's part and do a man's work in that great vague something we so complacently denominate Life. What has made the change? How has the impulsive, illy-poised boy grown to be the man of well-defined purposes and quit bearing? How has the emotional girl come into the self-possession that is one of the chief charms of her womanhood? Not by the study of books alone; not by physical training merely, not by spiritual exercises even; but especially by a careful training of the social nature.

SOCIAL LIFE AT LAWRENCE HEALTHY

At Lawrence the social life is attractive and healthy. It is largely dominated by the Christian Associations; the fact that these organizations are open to all students makes it possible for them to influence a larger number more helpfully than any other organization could. No opposition, no rivalry narrows its membership or restricts its influence; but to every one, from the timid or over-confident Freshman to the Senior, entering, perhaps reluctantly, upon his last year, it extends a hearty welcome and offers manifold opportunities to get and to give unlimited help and encouragement.

When the student arrives in Appleton, or indeed as soon as he reaches the Junction, he is likely met by a group of students wearing the blue and white, who speedily make themselves acquainted with him, help him about his baggage, show him the way to the campus or to a boarding place, and assist him through the process, mysterious and incomprehensible to the uninitiated, of "registering." And through it all there grows upon him the impression of the utter friendliness of the place to which he has come; and this impression continues to grow as, day after day, he finds his home-sickness charmed away by cherry smiles and friendly inquiries, and his difficulties of inexperience lessened by helpful suggestions from the ripe experience of his new acquaintances.

At the end of the first week, the Christian Associations give their opening receptions—the Y. W. C. A. holding theirs in their own rooms, and the Y. M. C. A. taking possession of the gymnasium. Here the newcomer has the opportunity of making the acquaintance of the students he has already met, and to begin to enter personally into the life of the college instead of remaining a spectator.

The next week the two Associations join in the "Walk-around." This is an event in the life of the new student, and the old student has not ceased to think of it with fondness. Its name quite accurately describes it; it is really a walk around. It is held in the gymnasium. On this eventful night, as soon as the guest has passed the reception line, he is seized by some member of an active committee, who thrusts upon him some card or symbol by which, as he learns later, he is to make himself acquainted with as many people as possible. A suitable time is given for this purpose, and then the business of the evening—the Walk-around —begins. There is a sort of Master of Revels who has this in charge, and he uses his utmost ingenuity to invent as many and as novel methods of varying the walk as possible. Sometimes these new methods work out awkwardly, but this awkwardness is only temporary and is really a part

of the fun. The student is not to be disconcerted and feel himself aggrieved if he suddenly finds himself alone, while all the rest step briskly along in the procession, evenly matched up, youth and maiden. He will very soon see the maiden that chance has allotted to him, gazing about in helpless embarrassment and wondering why he does not come. In a few minutes they will have found their places in the "Walk," and can watch appreciatively similar experiences that will be occuring all the evening.

By the time the "Walk-around" is over, the wide-awake student will have gotten his "bearings" quite accurately. When later he begins to think of identifying himself with other organizations of the school, he can do so intelligently. But whatever other affiliations he may enter into, he can likely trace to this one event, the formation of acquaintances

ORMSBY PARLOR

that are pleasant and helpful and for which he will be the stronger throughout his college course and throughout his life.

SOME OF THE SOCIAL EVENTS

Each year brings to the college social events that are individual and that vary from time to time. They are all of them healthy and invigorating. The wide-awake student who shows himself friendly can find all the social recreation he needs and all he has time for.

On Hallow E'en, the entire student body is invited to the President's house fittingly to observe the night. This has come to be an established event in the social year, and is one of the most pleasing. The whole house is given over to the students, and every device which kindly ingenuity can originate for reading the future and for performing other

rites peculiar to this night are provided. Ghosts and kindred dignitaries lurk in unexpected places or mingle freely with the guests, exerting whatever authority or executing whatever office may be their peculiar charge for this one night. Jack o' lanterns glower or smile on every side according to their disposition, and for the time being the guests move in a time of witch-craft instead of in our prosaic, common-sensical twentieth century. The President and his wife give themselves up heartily to the spirit of the hour, and manage to convince the students that they are as sympathetic and as much interested in their pleasures as they are in the more serious aspects of their work.

GOOD TIMES AT ORMSBY

The girls who live at Ormsby Hall have many good times that are not open to those living outside. The increasing number of girls in the Hall makes necessary and desirable the encouragement of all those elements that would give it certain features of genuine homelikeness and would save it from ever seeming merely a place to stay. Hence all the ingenuity and originality of girls and teachers alike are called into requisition to furnish amusement. Friday nights and vacation days scattered along the semester are times of general merry-making. At Thanksgiving a general good time is devised for the girls who remain in the Hall for that vacation. The numerous boxes from home which every express brings, "furnish forth" many a cosy "spread," and sociability even more genial than usual, pervades the entire Hall. Each valiantly reinforces the other in the battle against home-sickness. On Thanksgiving evening there is a General Assembly in the Hall parlors of co-operative merry-making. This year it took on the nature of a fancy dress party, and by the hour of nine representatives of nearly every nation and condition of society were mingling freely together. The sweet girl graduate simpered pertly up to her grave grandmother; a sedate Quaker found herself cornered by a butterfly of fashion, while a fresh Dutch maiden compared notes with an Irish immigrant who had just arrived, or with an Indian maid who was being driven from the hunting grounds of her fathers. Every one entered into the spirit of the character chosen, displayed her abilities and characteristics and did her share in perserving the general oblivion of what the "home-folks" were doing.

Throughout the year, there are staid and carefully planned functions; it may be a return to the days of witch-craft, at supper on Hallow E'en, before adjourning to the President's party, or a Valentine party on that saint's day, or a Colonial party on Washington's birthday,

or a fete "to do observance to the morn of May." But whatever it be it brings much healthy pleasure, and affords at once an outlet and a gratification for the spontaneous good spirits of youth.

THE LITERARY SOCIETIES AND FRATERNITIES

No small part of the social life of Lawrence centers in the literary societies and the sororities and fraternities. Of the literary societies there are four for college students, two for men and two for women; and by natural affinity or traditional understanding, these group as brother and sister organizations. Twice each semester each brother and sister society has a "joint meeting," which is not a literary but distinctly a social affair, and generally very cleverly planned and carried out. Indeed these occasions are much looked forward to by all the students and

SCENE FROM ORMSBY HALL

greatly enjoyed. In their regular weekly gatherings the literary societies have a social feature in the way of a recess where associations are more warmly formed and friendships more firmly fixed.

The sororities number four and the fraternities three, the members of the latter generally living together in fraternity houses. These organizations have many good times, and pleasant social events. The sororities are frequently entertained delightfully in the homes of their patronesses who represent some of the choicest women in the city. Often the functions given by the patronesses are elaborate, and of decided value in social culture. Each fraternity and sorority, besides its lesser entertainments, gives each year one elaborate social function.

While society life is not carried on at Lawrence so as to interfere with school duties, and while it is under the supervision of the faculty, it offers fine opportunities for close friendships and many delightful social experiences.

The football banquet at one of the hotels has come to be one of the important social events of the year, and is participated in by a majority of the students. After an elaborate menu come the toasts and college songs and other features which make it an occasion to be remembered. Other social events such as class parties and class rides, space fails us to describe.

SOCIAL LIFE INEXPENSIVE

One feature of the social life at Lawrence is its inexpensiveness. At most of the large universities to be in the social life of the college means that large drafts must be made on one's financial resources. Many students in these institutions find that such expenses equal or exceed all other college expenditures, nor is it possible to have an enjoyable time in college without this. But at Lawrence the reverse is true. Most of the social events are free, and none of them are beyond the reach of the poorest boy or girl. A few dollars a year, say five or ten, will admit a student to all the social events of the college year. Indeed without any expense one will find many enjoyable things to attend.

The college graduate is looked upon as being especially well-fitted for leadership in all lines. He must be able to command wherever circumstances shall demand it. Whether it is to lead a club or reading-circle in his home town, or to plan the year's work for the Epworth League or the Christian Endeavor, or to direct the social pleasures of the community, the college graduate is supposed to be equal to every demand that may be made. Everywhere he is expected to bring home new ideas and ideals. Unless he has had some training in leadership and responsibility, he can never meet the demands that will be made of him. This training he can get only as he enters into all phases of the college life. And who will undertake to say that the social training he may get may not be of the greatest practical help in enabling him to make use of the knowledge he has acquired in other ways?

Sooner or later we are all likely to live largely in our memories. The time may come when we shall not form acquaintances with the zest we once did, and when our interest in things about us will be more perfunctory and less spontaneous than it once was. Then the treasures of our memories will reveal themselves, and will take on a value we little dreamed they possessed. And not the least precious and inspiring will be those memories of happy college days, when each one brought its treasure for our choosing. There may be a good deal of regret for the frequent unwisdom of our choice, but still the halo of golden youth will cling about the time, and however gray our later years may be, these four will live on in our memory in undiminished brightness.

Athletics at Lawrence

THE recognition of college athletics as a function of college work is of recent growth. The sole function of a university was for centuries regarded to be to make the mind a storehouse chiefly of facts and dates and the Greek and Latin languages. Not until 1812 at the military college of Sandhurst, was the first systematic attempt made by a college to assume athletic instruction as one of its functions. And it was not until the last twenty-five years that the American college felt the duty of caring for the student's physical needs.

When once athletics were introduced into the schools events moved

ALEXANDER GYMNASIUM

with rapid pace. The Eastern colleges were the first to take up the new movement. Western institutions of higher learning, however, soon followed their example. Track athletics, field athletics, gymnasiums, athletic instruction, a multiplicity of methods, drills, etc., for physical development have rapidly crowded upon us.

HISTORY OF LAWRENCE ATHLETICS

Lawrence has been a part of this changing condition that has swept over the college life of America. Until about 1890, the institution did not consider physical training a function of its being, but regarded it as a matter of personal taste or preference. About this

time, however, there was an awakening and track athletics were introduced. Contests were organized, and field events run off among the students themselves. These feeble outbursts of the student body soon led to the holding of contests with the colleges and normal schools in the immediate vicinity. Track and field meets and base ball games were the prime physical features of those days. Little or no training of any kind was engaged in. Not until 1893 was football introduced. This gave a new impetus to athletic training. Then appeared the coach to teach and drill men in the intricacies of the game. These student activities grew in momentum as the years passed but they were wholly student affairs. In 1900 the University assumed control of athletics as one of its functions. It purchased an athletic field which was enclosed and fitted up, a running track, a grand stand, and a baseball diamond. A gymnasium was built and a physical trainer employed. Immediately organization was seen everywhere. Basket ball, track events, field events were drilled upon. Football became strenuous work, second teams were organized, and a process of working all the crude material into form and establishing a firm base of supply for each succeeding year was inaugurated. A system of prizes for football men, track men, basket ball men, was instituted, and athletics took a strong place in the life of Lawrence.

EQUIPMENT FOR ATHLETIC WORK

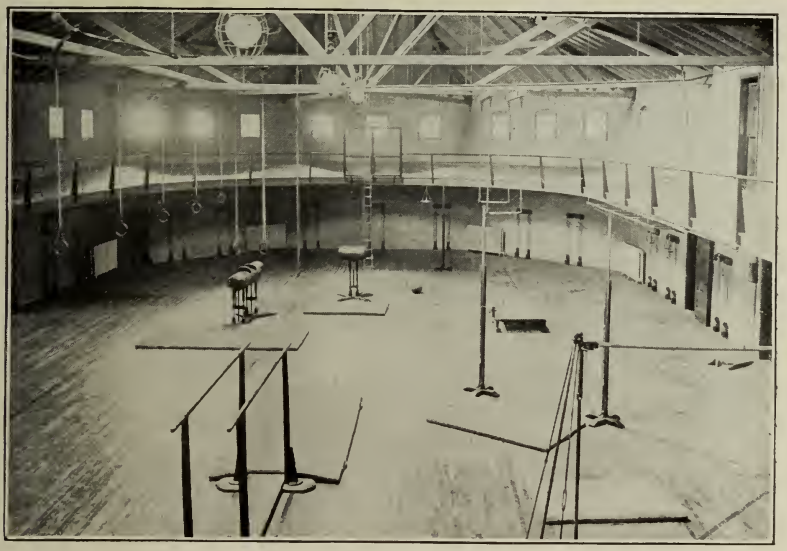
Lawrence has a good equipment for athletic work. The field already referred to is large and excellently adapted to out-door work, having a running track around it, and the needed arrangements for all kinds of out-door games. The Alexander gymnasium is a good building and well equipped . It has a practice room, 100 feet by 50, a running track in the form of a gallery about it, an apparatus room, a trophy room, an auditorium, two offices, measuring rooms for men and women, a football room, locker rooms for men and women, a bowling alley, shower bath rooms for both sexes, a swimming pool, and other accommodations. It has an extensive equipment of all kinds of apparatus and a piano. The gymnasium is open from 9 A. M. until 6 P. M., and is often open in the evening. Few colleges are so well equipped for athletic work.

THE GYMNASIUM WORK

The work in the gymnasium is carried on by two teachers, a physical director for men and also a teacher for women. All students unless excused are expected to take physical training during their Freshman and Sophomore years. Those who are on teams and do regular outdoor work, do not have to take the class work. The gym-

nasium work is carried on by a series of classes, organized among both men and women. Physical examinations are made of each student, and he is given a chart, showing his exact physical condition. Instruction, when there are weaknesses, is adapted to the student's need. Credit is given for this class work. The regular classes introduce the play elements so as to make the work attractive. Those who desire may elect advance work and take physical training during the entire course.

The class instruction is, however, only a part of the work done in the gymnasium. The students are given full privilege to use this floor for all kinds of athletic exercise and sport. Basket ball especially has a large place. Teams are organized and assigned periods to play, so that a



GYMNASIUM INTERIOR

few students cannot monopolize the floor. Work on the apparatus is carried on under the supervision of the instructor, as is running, jumping, vaulting, and other training. The gymnasium is thus both a place of training and of sport. In it students can get relief from the tedium of study, and develop a vigorous constitution, as well as have a great deal of pleasure.

ATHLETIC EVENTS AT LAWRENCE

At Lawrence there are many athletic events during the year, and of all kinds. First in importance come the regular team work, football in the fall, basket ball in the winter, and baseball and track ath-

letics in the spring. Contests are held with various colleges and universities. No college in the state enjoys the privilege of athletic relations with so many of the large universities. For several years the Universities of Wisconsin, Minnesota, and Dakota, and the University of Chicago have been on our football schedule. Lawrence has been recognized as the leading small college in football in the middle West, having only lost two games with a college team during the past six years, and held the state championship during five of these years. No other college in Wisconsin or neighboring states has such a record. Many of these games are played at Appleton. The track work of Lawrence has always been strong, and while she has several times been defeated, her victories far exceed in number her defeats. She has repeatedly won not only over the colleges of the state, but of adjoining states. The basket ball contests are more numerous. Not only are games played with other colleges, but there is a series of interclass contests for championship honors. The pentathalon contest is more in track work and is between classes.

Besides the games played by the students, there are two important and interesting athletic events each year. One is a basket ball tournament between the winning high school teams of the state which is played in the gymnasium under the auspices of the Athletic Association. A series of badges, cups and medals are given winning contestants. The event is of great interest. Like it is the athletic contest between high school track teams in May. Usually from 150 to 200 athletes compete in this great contest and vast crowds attend. After the meet the visitors are entertained at the gymnasium and awards of medals, cups, and other prizes given.

It would be interesting to give a list of Lawrence victories in all kinds of athletics, to name her star athletes, and quote their records. But space is too limited for this. Lawrence men have held the highest individual records among the colleges of the country and she has been conspicuous among the smaller institutions for the victories she has won, as has been stated above, in all kinds of athletics and especially in football.

THE NEW PHYSICAL CULTURE DEPARTMENT

Lawrence is just about to take a new step in her athletic development. It has been felt for some time by the faculty that there is a demand for more extensive work than colleges usually give in athletic training. The play element is proper, but physical education is another and more important thing. It has reference in a larger way to

health, and development. Beyond the pleasure of athletic victory is the physical good of the entire student body, and the thorough training of those who may desire to act as phyiscal instructors when they leave college. Systematic and extended courses have accordingly been developed, constituting a school of Physical Training. Those who complete this work will be given a certificate of graduation, and will be prepared to be physical directors, in schools, Y. M. C. A.'s, and gymnasiums. We know of no institution of college grade in the middle West that has a thorough course like the one we propose. The following is an outline of the work offered:

Gymnastics: (1).

Swedish gymnastics, body building, free hand work, and dumb bells.

Heavy gymnasics—elementary movements on parallel bars, side and long horse buck, vaulting and horizontal bar and tumbling.

Simple gymnastic games and contests.

3 hours attendance; 1 hour credit.

First Semester.

Gymnastics: (2).

(1) continued, wands, Indian clubs, bar bells.

Heavy gymnastics—more advanced work on all the heavy gymnastic apparatus.

Gymnastic and athletic games and contests.

3 hours attendance; 1 hour credit.

Second Semester.

Gymnastics: (3).

Advance light and heavy gymnastics for those who have completed 1 and 2 or the equivalent.

2 hours attendance; 1 hour credit.

First Semester.

Gymnastics: (4).

(3) continued, being more advanced.

2 hours attendance; 1 hour credit.

Second Semester.

Gymnastics: (5).

Methods of teaching. A discussion of the better methods of teaching; gymnastic selection. The student is required to assist in one of the regular classes at least one semester.

2 hours attendance; 1 hour credit.

First Semester.

Gymnastics: (6).

(5) continued.

2 hours attendance; 1 hour credit.

Second Semester.

Track Athletics: (7).

Lectures on training and theory.

1 hour attendance; 1 hour credit.

First Semester.

Track Athletics: (8).

Theory continued with practice.

3 hours attendance; 1 hour credit.

Second Semester.

Theory:

Methods and Equipment: (9).

The gymnastic and athletic field, construction, equipment, rules and management.

Before the end of the course the student is required to make original plans for both indoor and outdoor gymnasiums and athletic fields with full equipment.

Part of the time is given up to anthropometry.

Anthropometry:

Laws of human proportion and value of measurements.

Practice in recording measurements, making out charts, and in the use of special instruments for detecting and recording all abnormal conditions, such as spinal curvatures, etc.

Each student is required to measure a number of persons and record all physical defects.

1 hour attendance; 1 hour credit.

First Semester.

Human Physiology: (10).

Extended and thorough course in anatomy and hygiene.

With these facilities offered for the health and welfare of the student body there can be small doubt that the opportunities at Lawrence for physical training are among the best to be found anywhere in the West.

Religious Life at Lawrence

"IT IS easy to be good at Lawrence!" These are not words of one who thought it wicked to have fun, but the estimate of a red-blooded, virile-hearted student who had come back after being out of college for a year. Lawrence is a Christian community. About eighty per cent of the students are professing Christians. This is a much larger proportion than maintains in the families comprising most church parishes. There are twice as many religious services at Lawrence each week as the average church offers its constituency. The intellectual, social and athletic activities are dominated by the Christian spirit. In

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fact, the religious life of Lawrence is the most vital factor of the institution.

New students are welcomed at incoming trains by reception committees from the Young Men's and Young Women's Christian Associations. Under the same auspices, a bureau of information is maintained during the opening days of the semester. Indeed, in every way that kindly coutesy can suggest, the strangers are assisted in the various arrangements preliminary to the regular work, and are introduced into the best associations of college life.

RELIGIOUS SERVICES

A chapel service opens the college year. From that time until Commencement is recurs daily. Since it is a matter of common experience that we all need more or less stimulus for regularity at religious services when under the constant stress of class preparation, chapel attendance is required of all students.

Prayer meetings are conducted weekly by the President. Probably there is no church represented at the institution which maintains an equally active and helpful service.

College vespers are held in the chapel one Sunday afternoon of each month. The service is distinctly collegiate in character and spirit, the aim being to combine dignity, simplicity and spirituality.

The Christian student Associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are wholesomely attractive. Worn-out phrases and thread-bare experiences are not at home in them. The spirit manifested is that of healthful, aggressive, conquering Christian manhood and womanhood. They furnish incentive for striving toward the best things in life. Every new student is publicly, privately, and repeatedly invited to become identified with one or the other of these associations, which crystallize the right living and high thinking of the institution.

Special religious services are conducted every year under the leadership of the best talent available. A distinguishing characteristic of such meetings is the degree of naturalness and reality with which the students participate. Cant and emotionalism are distasteful to college students. So true is this that their attitude might be mistaken for one of unresponsiveness, yet they weigh appeals that impel to decision, and decide with the earnestness of profound conviction. Usually the decisions are quietly and unobtrusively made, because so genuine and vital.

Several times during the year the Christian students organize prayer circles of congenial groups. Some of the best religious work of the institution has been accomplished in this quiet way.

Devotional Bible classes, open to all students, are maintained by the Christian Associations. The courses of study are entirely devotional and their aim is to guide in helpful Bible study and meditation. The "Morning Watch" is particularly emphasized as suggesting the best time to pursue the daily readings. The class hour is given to emphasis upon the practical teachings of the week's study.

A widening view of Christian life and opportunity is presented in the missionary reading and lecture courses of eight sessions each year.

The students enroll under the name of the country and people studied, as, "The Africa Club," "The America Club," and the like. A large number eagerly avail themselves of the privilege of thus acquiring an intellectual touch with the great world movements of current missionary history.

The Christian Associations conduct occasional missionary meetings at the regular Sunday evening devotional services. The volunteers for foreign missionary work are organized into a Student Volunteer Band.

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The size of this band ranges between ten and twenty from year to year. The young women maintain a "Darning Club" for a part of each year and read together from the most attractive missionary literature.

THE CHRISTIAN POINT OF VIEW

All teaching at Lawrence is from the Christian point of view. The fact is recognized that the attitude of the instructor is most vital, and that the same course of study taught from different view-points may stimulate or unsettle one's faith. The study of philosophy, sociology, history, literature, or the sciences, is inevitably and essentially either an aid or a hindrance to the development of Christian character.

Which it shall be depends largely upon the view-point and emphasis of the teacher. The character of the instructor is, after all, the greatest factor in education.

It will readily appear from the foregoing that the departments of Ethics and Religion, and of Biblical Literature, so far from being the only representatives of Christian teaching in the institution—as might erroneously be thought—rather co-operate with all other departments in supplementing the special factors for developing the religious life of Lawrence. While the new approach to Bible study, which modern scholarship makes possible, is a decided incentive to interest, emphasis is here laid upon the more significant fact that all other branches of study are taught from as genuine a Christian standpoint as is the Bible, and conversely, that the Bible courses in the history and literature of the Hebrew and Jewish peoples are offered on the same basis as are the courses in the histories and literatures of other peoples. That is, that a liberal education demands an appreciation of the cultural value of the Book that has been the greatest dynamic in the progress of the past two thousand years.

THE COLLEGE PASTOR

A college pastorate is maintained at Lawrence, in so far as the duties of the class room permit the Professor of Biblical Literature to fill that position. He does not seek to do the work that naturally belongs to the Christian students, but purposes to co-operate with them and with the facutly in promoting right living and high thinking in the college community.

While it may be questioned whether is is easy to be good anywhere, it must be evident from the foregoing that, "if there be first a willing mind," any student at Lawrence, who makes a real fight for character, can win out. But it is a fight, and a hard one, here as anywhere.

"It is qualities that fit a man for a life of usefulness, not the mental possession of facts," says a writer in the *Cosmopolitan.* "The school that best helps to form character, not the one that imparts the most information, is the college the future will demand." While insisting upon a high grade of scholarship among her students, Lawrence stands for qualities—character—*now,* and solicits the patronage of those who are in advance of the times in demanding for to-day what, according to the writer quoted, belongs to the future. The article referred to proceeds to call attention to the fact that bad habits, such as the use of tobacco, are practically encouraged in the large universities by the example of both upper classmen and professors. "Cigarettes are optional,

(at the institution cited in the same article) but a stranger seeing the devotion to them would surely suppose the practice of cigarette smoking was compulsory." Regulation, example, and college sentiment, discourage unclean and demoralizing habits at Lawrence. If smoking unfits a man for athletics, it unfits him for his best work—character building. For such reasons Lawrence focuses upon qualities—character.

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